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ABSTRACT

This handbook for the advisory committee for the Career Planning Support System (CPSS) is one of twelve documents describing CPSS and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This handbook defines the responsibilities and duties of advisory committee members, and provides an overview of CPSS. The role of the advisory committee is discussed in general and in terms of its role during resource assessment activities, during the validation of program goals, and during the review of career development units and the annual program review. A format for evaluating career development units (CDUs) is included in the appendix. (TA)

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ADVISORY COMMITTEE HANDBOOK

CAREER PLANNING SUPPORT SYSTEM

by

Paul Shaltry

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The challenge to assist youth in gaining the skills and knowledge to plan and execute meaningful careers is a major concern of the educational community, particularly high schools. In response to this challenge, The Center has developed and tested, under the sponsorship of the Education and Work Group at the National Institute of Education and with the help of nearly fifty high schools located throughout sixteen states, the *Career Planning Support System* (CPSS). This product shows how to deliver improved, cost-effective career guidance services that meet the needs and fall within the resources of the individual school. The procedures in these materials are systematically presented to help local schools engage in sound planning, implementation, and evaluation. It provides them with the capacity for self-renewal.

It is important to note that the *Career Planning Support System* does not prescribe the content of a local program; rather, it enables teachers, counselors, students, parents, and community members to decide on the specific program to be followed. It is a flexible product in that it does not necessarily displace existing efforts, but describes how existing activities can be brought into an integrated systematic approach to the delivery of career guidance services.

The Center is pleased to present this product. We are grateful to Dr. Robert E. Campbell, program director, who led in the conceptualization of CPSS and patiently guided it through years of development and field testing. He has been ably supported during this period by staff persons whose names are indicated at appropriate credit points in the various publications. We are deeply grateful for the cooperation and consistent enthusiasm of the participants in the field test; their names and locations are given on the inside of the back cover.

A complete list of products developed in connection with CPSS, and occasionally referred to throughout the various guides, are printed on the outside of the back cover.

Robert E. Taylor
Director
The Center for Vocational Education

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The Center team responsible for the *Career Planning Support System* developed from the national field test, 1974-76, consisted of:

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TABLE OF CONTENTS

Foreword iii

Introduction. 1

Role of the Advisory Committee 1

Advisory Committee's Role During Resource Assessment Activities 2

Advisory Committee's Role During the Validation of Program Goals 2

Advisory Committee's Role During the Review of Career Development Units and the Annual Program Review 3

Appendix—CDU Format 5

INTRODUCTION

It is hoped that you will find this handbook helpful in carrying out your role as a member of the Career Planning Support System (CPSS) Advisory Committee. The handbook explains the nature of CPSS, how it works in the school, and what is expected of the Advisory Committee.

In brief, CPSS is a problem-solving program that helps high schools better prepare all students for planning and executing their careers. It treats career in a broad sense. That is, a person's career consists of education, paid or non-paid work, leisure, and avocational pursuits.

You may be wondering why CPSS was developed. Often young people decide upon an occupation without sufficient information about the education or training they will need or the implications their choice will have for a lifelong career. Some do not know if the salary they will earn will provide for the style of living they would like. Others may not even know what they would actually be doing in the occupation they choose. Being aware of sources of information about jobs and how to apply for a position and secure references are just a few of the basic skills necessary for charting a career. Deficiencies in these skills create unsound career decisions.

Once in the labor force, many young workers move from job to job, trying to find the right type of work for themselves without really knowing how to go about it. Because of the changing nature of our society and the labor market, young people not only need to make career decisions for their first years after high school but must be prepared to plan for perhaps several job changes throughout their work-lives. They need to know how to cope with change, how to continue to learn, and how to be able to make and implement a series of career decisions. CPSS gives your school procedures to design a program to meet the career development needs of its students.

CPSS is a broadly based approach to helping students survive in the world of work. It's based on the following assumptions:

1. Career development assistance must be made available to all students.

2. Although counselors are key figures, the responsibility for helping students with careers belongs to everyone.

CPSS calls for a systematic approach to helping students with career development skills. Being systematic, it also helps schools be more responsive to student needs and more accountable for what they do in meeting those needs. Essentially, CPSS is a planning, implementing, and evaluating operation that is ongoing. That is, CPSS should be able to help students even though their needs may change over time.

The school has formed a Steering Committee to manage the project. They will gather questionnaire data to determine goals to work towards and assess the resources that are available to reach those goals. Once goals are selected by priority, the Steering Committee will decide where activities should be developed to reach students. Usually, teachers will develop activities, called career development units (CDUs), to incorporate into their subject areas. Where activities are built in, however, is flexible. Once students participate in a given CDU, it is evaluated and stored with other units in a central file. At the end of a given year, all units are reevaluated in terms of global program goals. Adjustments are made if necessary. After two or three years of implementing student activities, the Steering Committee will readminister questionnaires as another means of evaluating program success. And so the process continues.

ROLE OF THE ADVISORY COMMITTEE

The primary role of the Advisory Committee is to advise the school on the developing

career guidance program. The committee should be a source of counsel and guidance so that the principal and Steering Committee have valid information on which to make sound decisions. The Advisory Committee's insight into such areas as parental aspirations for students, expectations of the school, economic forecasts, manpower projections, and the career development of youth can be of great value to the school. The Advisory Committee also serves as a communication linkage between the school's CPSS project and the greater community. Besides informing the public of what the school is doing for its students, the Advisory Committee brings feedback to the school from the community.

The rest of this handbook provides information on and suggested procedures for the Advisory Committee to fulfill its duties as a source of advice and information. In some cases, the entire Advisory Committee will be asked to provide counsel; in other cases, you may be approached individually.

ADVISORY COMMITTEE'S ROLE DURING RESOURCE ASSESSMENT ACTIVITIES

The Resource Assessment Task Force generated by the Steering Committee, will collect information on various aspects of the school and community. You may be asked to review some of the information that the task force has documented to verify its accuracy. In some cases, you may be asked to assist the members of the task force with the identification of appropriate sources of information. You may need to advise them of alternative sources should the information that they recorded be inaccurate, inappropriate, or incomplete. The Advisory Committee will review the resource findings at a meeting when program goals are considered, the next activity.

ADVISORY COMMITTEE'S ROLE DURING THE VALIDATION OF PROGRAM GOALS

At the same time that resource information about the school and community is gathered, questionnaires are administered to students, parents, graduates, and faculty/staff. Data collected from these questionnaires determine student need for skills in the following five areas of career development skills:

1. Self-awareness, social awareness, and problem-solving skills
2. Career exploration skills
3. Job acquisition and problem-solving skills
4. Education and training exploration skills
5. Education and training acquisition and problem-solving skills

Goal statements are provided in CPSS for each skill represented on the student questionnaire. The Steering also may write goals to reflect the requirements of state or local education agencies, to include career guidance activities already operating in the school, or to make the list of goals for your career guidance program complete and comprehensive.

Priorities are assigned to each career development area based on the information provided by the four groups that were surveyed. Priorities also are assigned to the goals within each career development area according to student need for each skill as indicated by the student questionnaire. The priorities determine the order in which goals will be approached for implementation in your career guidance program.

The results of the above processes should be presented to the Advisory Committee as follows:

1. A set of completed data summary tables containing results from

questionnaires administered to students, parents, graduates, and faculty/staff (Tables 40-49)

2. Statements of recommended goals for the school's career guidance program and tentative priorities for implementing each of the program goals (program goal forms)

Your tasks as advisors should be the following:

1. Review the priorities assigned to each career development area to be certain that they accurately reflect the degree of need indicated by the questionnaires.

2. Review the priorities assigned to the goals within each career development area to be certain that they accurately reflect the degree of need indicated by the questionnaires.

3. Review the goals selected for initial implementation along with the findings of the resource assessment. In light of available resources to support activities, have a feasible number of goals been selected for initial implementation?

Discuss your recommendations with the principal and the CPSS coordinator.

ADVISORY COMMITTEE'S ROLE DURING THE REVIEW OF CAREER DEVELOPMENT UNITS AND THE ANNUAL PROGRAM REVIEW

The Career Development Unit (CDU) is the activity through which students move toward achieving selected goals. The units may be of any length and involve any number of students, depending on the nature of the activities. Persons who develop units have a suggested format to use that has key information requested for keeping track of activities and and for replication. A copy of the format is in the Appendix for your reference.

The Steering Committee is charged with orchestrating the development of units and seeing that the students who need help are getting it. Obviously, there could be many units developed and taught within a given school year. As a means of evaluating the program, an annual review is conducted to examine the activities of a given year. Both the Steering and Advisory Committees are involved.

You will review the evaluation results for each CDU, the Steering Committee's recommendations about these units, and their recommendations about additional units and/or goals. You then will make suggestions with regard to the Steering Committee recommendations.

This has been a general description of Advisory Committee activities. If you have questions at anytime, do not hesitate to check with your school's principal or the CPSS coordinator.

APPENDIX

CDU Format

CDU TITLE:

1. GOAL(S): (Write the goal or goals that your activities will address as designated by the Steering Committee. Include also the goal number and priority of the goal.)

2. OBJECTIVES: (List the behavioral objectives for this unit. Number each behavioral objective and denote enabling objectives.)

3. INSTRUCTOR(S): (List all those who will teach the unit.)

4. INFUSION POINTS: (List specifically where the CDU will be implemented, e.g., the classes where it will be taught.)

5. PARTICIPANTS: Actual number: (Total number of students taking the CDU)

   Target group and number: (If feasible, briefly describe the group of students and the total number who eventually will take the CDU, e.g., ninth grade, 250)

6. SCHEDULE: (List the dates and, if necessary, the time for implementing the CDU. Time may already be specified by the infusion points.)

7. METHODS: (List the methods in the order in which they will be used. You also may want to list when each method will be used.)

8. RESOURCES: (List the resources [people, space, equipment, and materials] for each method as well as their availability and cost.)

9. EVALUATION: (Attach the suggested CDU evaluation form on the following page or attach another one you have developed or obtained. Also attach any forms that will be used to evaluate achievement of behavioral objectives. These forms should not be filled out until after you have taught the CDU. Describe briefly the evaluation procedures you will follow.)

CDU EVALUATION FOR _____

Instructor: _____ Goal No: _____ Infusion Point: _____

BO No.	Number of Students Attempting BO	BO Achievement		Method Letter	Number of Students in Method	Helpful		Interesting		Students' Comments
		No.	%			No.	%	No.	%	

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— Ms. Doris Smith, Walla Walla High School, Walla Walla

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Coping in the World of Work: Practice in Problem Solving

A career development instructional unit designed to assist individuals develop coping strategies to deal with work-entry and job adjustment problems. The unit includes an Instructor's Handbook, Students' Guide, Handout/Transparency Masters, and Filmstrip Audio Cassette Programs.

Career Development for Women

"Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping," by Louise Vetter, Cheryl Merideth Lowry, and Carolyn M. Burkhart.

"Career Patterns of a National Sample of Women," by Louise Vetter and David W. Stockburger.

"Career Materials: Implications for Women's Career Development," by Louise Vetter, David W. Stockburger, and Christine Brose.

Career Development for Minority Youth

"Involving Significant Others in Career Planning: A Counselor's Handbook," by Carolyn M. Burkhart, Sandra R. Orletsky, Cheryl Merideth Lowry, H. Lawrence Hotchkiss, and Robert E. Campbell.

"Significant Other Influence, Career Choice and Achievement: Selective Theoretical and Conceptual Approaches," by J. Steven Picou, Evans W. Curry, and H. Lawrence Hotchkiss.

"Significant Other Influence and Career Decisions: Volume I, Black and White Male Urban Youth," by Evans W. Curry, J. Steven Picou, H. Lawrence Hotchkiss, Shirley Scritchfield, and John M. Stahura.

"Significant Other Influence and Career Decisions: Volume II, Black and White Female Urban Youth," by Evans W. Curry, H. Lawrence Hotchkiss, J. Steven Picou, John M. Stahura, Shirley Scritchfield, and Jerome Salomone.

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